

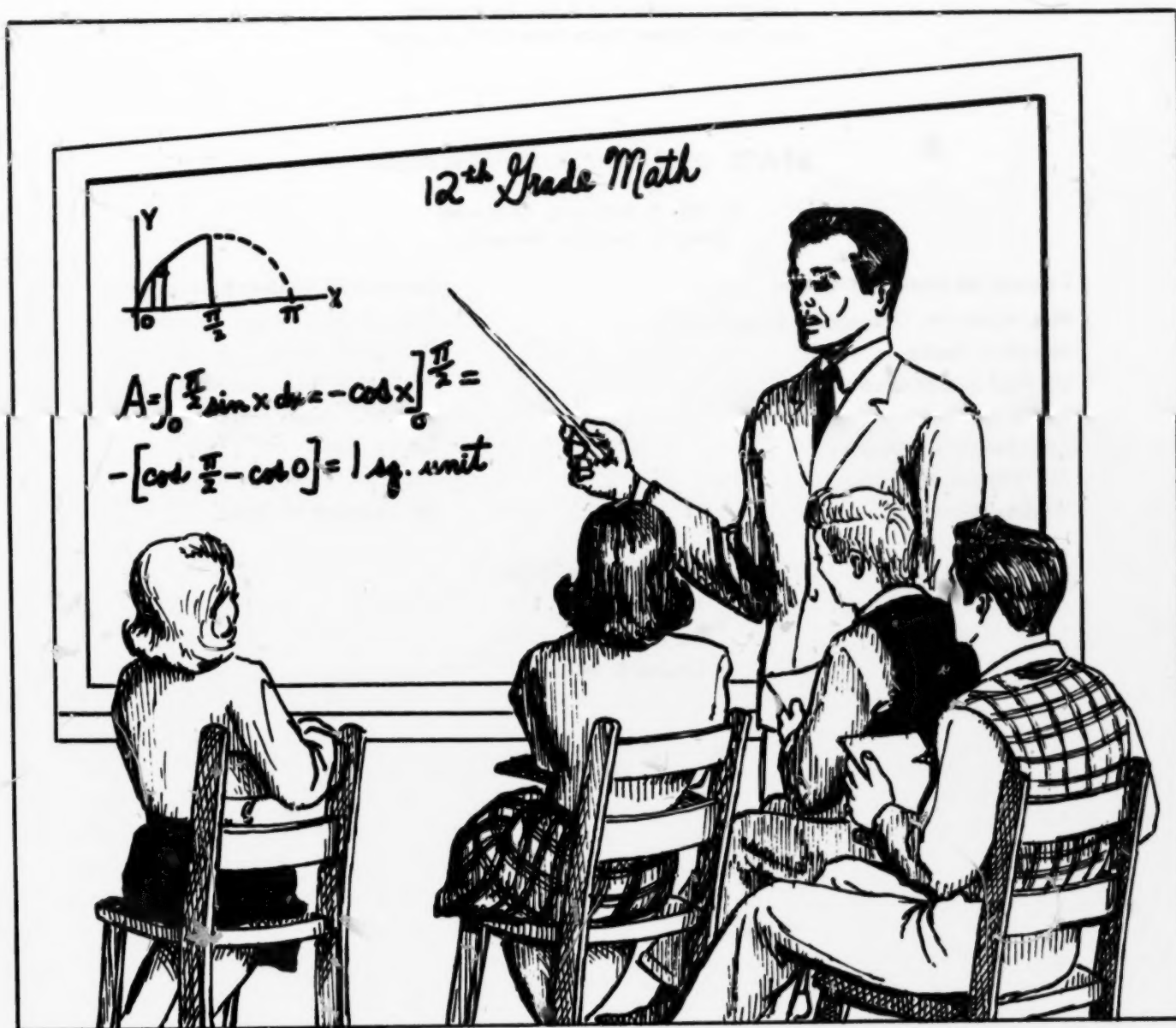
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Areas in advanced placement programs were discussed. The advanced placement program should be made an integral part of the entire school's program because this would provide greater challenges and opportunities for better administration, better teaching, and better learning; it could also be valuable to the academically superior student who did not plan to go on to college. Advanced placement programs should start in elementary school with such things as early language teaching and individual grade progression. However, the only established advanced placement programs were the College Entrance Examination Board and College Placement Testing Programs. The advantages of such programs were a provision of earlier enrichment, a saving of time and money, and an opportunity for individual programming. Omission of subjects can be unfortunate so that doing so was not suggested. Identification of students should begin in the fifth and sixth grades, and continue through junior high school. Scholastic aptitude and achievement tests, school grades, and judgments of teachers, counselors, and parents should be used. Counseling of these students should be a continuous process. Curriculum suggestions were based on <u>Advanced Placement Program: Course Description</u>. Each course should be clear, stimulating, and sufficiently comprehensive to cover the subject. Homogeneous grouping should be used and the teachers of these classes should have their schedules lightened. The success of the program was based on the ability of the teachers. Teachers should remain up-to-date on their subject and on teaching methods. A bibliography was included.							
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COMPREHENSIVE COLLEGE ADVANCED PLACEMENT PROGRAM in PENNSYLVANIA



Curriculum Development Series No. 1

PENNSYLVANIA CURRICULUM DEVELOPMENT PROGRAM

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION

Harrisburg

1961

Rev.—1963

COMMONWEALTH OF PENNSYLVANIA

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Long before 1940, I was of the opinion that from ten to 20 percent of our students could complete the six years of junior and senior high school in five years and that the top five percent could do so in four. In 1953, the introduction of College Advanced Placement Examinations was a merited recognition by the leaders in higher education of the superior ability of many high school students. Today I am convinced that able students' completion of the work in four or five years, usually covered in the six years of secondary school, is indeed an attainable goal.

In general, as early as the seventh grade, most of our more able students should be encouraged to enroll in as many as five major subjects and in class sections where the teaching will challenge them. Summer schools provide an excellent opportunity for earning extra credits. Is it unacceptable for outstanding students to be permitted to progress at their own rate and, when they have completed the requirements of a subject, proceed to the next subject? Is it unreasonable for a student to finish the tenth grade social studies course in eight months, and then proceed to the eleventh grade course?

In 1957, the abandonment of the Carnegie Unit regulation for Pennsylvania was hailed as one of the most significant achievements of the year. Later the Pennsylvania Department of Public Instruction ruled that every student who successfully completed the first year of college should be entitled to an equivalent high school diploma. The adoption of this regulation was a logical move.

There will be high schools where the college advanced placement programs will not be adequate and where students may not be carefully selected, but these will be few. The most successful programs are likely to be in high schools where there are one or more honors sections in each senior high school subject. As one step toward facilitating the implementation of such programs, the Department is encouraging the organization of schools with enrollments of 1500 in grades 10-11-12, or high schools with enrollments of 1000 to 1200 in grades eleven and twelve. Very small high schools will need to seek other devices to challenge the varying abilities of their students and to permit them to proceed with a thoroughly enriched and accelerated program. Some such devices are employment of itinerant teachers, short concentrated courses of one or two months, visitations to special resource centers, educational television, programmed instruction, and the encouragement of students to enroll in college summer sessions or Saturday or night sessions.

An important consideration in the inception of this program is the elimination of scholastic ranking of students so that no student will be penalized for taking a more difficult or challenging subject. If ranking is still demanded by the colleges, rank should be established on the basis of standardized tests, and should be so identified.

While this Guide emphasizes the early identification of the academically talented student in grades five to six, the more able elementary school student should be challenged to capacity throughout all the grades.

The good school program of the future will emphasize learning — self instruction. Pupils will become self-reliant early in school and learn to proceed with learning independently. Programmed instruction and the imaginative use of library services will encourage this development, or at least place the emphasis where it should be, not only on the college-bound, but on all students.

No two students are identical. Therefore, many of our schools have achieved substantial progress by providing varying amounts of time for students on the basis of performance and by throwing off the traditional shackles which set up identical programs with identical time allotments for all students.

Many Pennsylvania colleges have responded favorably to the Advanced Placement Program and grant advanced placement, credit, or both, to students who have done well in the College Board Advanced Placement Examinations.

The College Advanced Placement Program, an innovation in school programs long geared to average performance in high school is only one way, an effective one however, in providing challenging programs to our able youth, and in providing them with more adequate preparation for higher education and ultimately for many of the professions.

Since the first printing of this Guide, I have been informed that in the May 1962 Advanced Placement Examinations Pennsylvania ranked second in order of states sending candidates. The record indicated 102 Pennsylvania schools participated by sending 1,535 candidates who took 1,900 examinations.

In the May 1963 Advanced Placement Examinations Pennsylvania again ranked second in order of states sending candidates. This record indicated 136 Pennsylvania schools participated by sending 2,038 candidates who took 2,593 examinations. For this creditable record I congratulate Pennsylvania's high schools.

Charles H. Boehm

PREFACE

The Comprehensive Program of Advanced Placement proposed in this Guide is a logical extension of earlier practices developed for above-average students. Such devices as skipping a grade, or early admission to college have proved to be unsatisfactory solutions to the problem of the able student because they were stop-gap or haphazard remedies giving only minimal attention to an articulated educational program. Devices such as honors courses or the use of placement procedures in college are still only partial solutions to the problem, particularly if little account is taken of some progressive articulation from grade to grade.

The Advanced Placement Program now administered by the College Entrance Examination Board¹ emphasized originally the articulation of course work between the last year of high school and the first year of college. The changes necessitated in school programs to accommodate college-level subjects in the twelfth grade soon resulted in an extension of articulated school programs down to the tenth grade, where further continuity was hindered by the barrier existing between the senior and the junior high schools. Pennsylvania's Department of Public Instruction believes that the time has come for a further breakthrough, and proposes that practices developed in the Advanced Placement Program should be adapted for grades nine, eight, and seven. It is not only by the inclusion of additional grade levels, however, that the comprehensiveness of this program is to be understood, but also in the widest and fullest use of all the techniques and practices of advanced placement that have been developed to date.

It has been the task of the Steering Committee to select from the already extensive literature on the subject of Advanced Placement such information and suggestions as its members believe will be feasible and practicable in the establishment of successful advanced placement programs throughout the State. The Committee has appended a selected bibliography which will serve to provide additional background.

It will be the task of the school administrator, the teacher, or the guidance counselor to discover from this Guide and from the related reading the particular pattern of advanced placement that will be most appropriate to his own school situation. He can then pursue appropriate measures with vigor and determination remembering that the diversification of student talent and interests is broad and that the obligation to provide corresponding educational opportunities cannot be evaded.

¹Hereafter when reference is made to the Advanced Placement Program administered by the CEEB capital letters will be used. When reference is made to the general practice or thought of advanced placement, lower case letters will be used.

What shall be the measure of a school's success in carrying out the proposals embodied in this Guide? There can be no single standard, considering the variety of school programs required to meet the educational needs of all the children in the Commonwealth. From some schools, a handful of students in a minimum program that has brought them farther along than they otherwise would have come may be all that can be expected. At the other end of the scale, a maximum result in a large high school might well be an entire section of students who have achieved college sophomore standing by the end of the twelfth grade. The Steering Committee does not expect all programs to be uniformly or immediately successful. Much will depend on the enthusiasm and imagination of the administrators, teachers, and counselors who recognize the tremendous potential of an advanced placement program, and who will spare no efforts to bring its benefits to their students.

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GUIDE FOR A COMPREHENSIVE COLLEGE ADVANCED PLACEMENT PROGRAM IN PENNSYLVANIA

Introduction. In a very real sense a good advanced placement program begins in the lower grades of the elementary school. Here the skilled teacher, by the use of planned projects and materials can guide the able pupil to explore broad areas to considerable depths. When grade seven is reached in the junior high school, special class sections or groups can be organized in which the work will be planned especially for the academically superior students. If administrative provisions, teacher potential, library facilities, laboratory equipment, and student guidance and selection are all fully used throughout the junior and senior high schools to provide programs of high quality work, there should be little difficulty in having academically superior students accelerate¹ a full year. At the Conference for Public School Administrators, held at Harvard University during July, 1961, it was said that in the best high schools of our country able pupils will soon be completing at least two years of college-level work during the first twelve years of formal education.

In Pennsylvania, where many varying educational programs are found in the public schools, various means will be employed to prepare for the advanced placement program. For example, some educators feel that the content of English and mathematics for grades seven and eight can be organized for able students into a one-year program.

¹Acceleration here implies rapid study of topics, units, or school subjects in a grade lower than that in which they are usually studied. Such study, if continuous, often results in completing a school program in less than the usual time.

By using the greatly improved science curriculum now developed for the elementary grades, it is relatively easy to teach all of the science material previously taught up to and including ninth grade science by the end of the eighth grade. This will permit biology or earth-and-space science to be taught in grade nine. Experience has proved that it is possible to successfully teach Advanced Placement biology, chemistry, or physics instead of the conventional high school biology, chemistry, or physics in the junior or senior year. This practice obviates the necessity for a year's acceleration in science.

Improved techniques for the teaching of modern foreign languages and the introduction of foreign languages early in the elementary grades provide flexibility in this area, also. Social studies, not being highly sequential nor crystallized into rigid courses, can be organized into a more concentrated program for the academically able students so that the usual six-year secondary school offerings can be completed in five years. Here, as in the case of the sciences, it is possible to successfully teach Advanced Placement American history instead of the conventional high school American history.

Some additional practices that can be used by Pennsylvania schools to accelerate able students are the following:

- A. Permission for outstanding students to progress in their own school at their own rate, and when such students have completed the course requirements of a subject, allowing them to proceed to the next subject. This implies that final course mastery evaluations will be made at various intervals.
- B. Completion of regional television courses.
- C. Use of programmed materials.
- D. Completion of secondary school summer or night courses.

- E. Completion of Standard Evening High School courses.
- F. Enrollment in college summer or night courses.
- G. Enrollment in nearby colleges for daytime courses.
- H. Use of part-time teachers, consultants or tutors.
- I. Completion of high quality correspondence courses.

The Newsletter of the Department of Public Instruction should be consulted for information and statements of official Department policies regarding practices that can ease the problem of setting up flexible school programs to meet the needs of exceptionally able students. The following issues of the Newsletter are particularly helpful for the topics indicated:

<u>Issue</u>	<u>Topic</u>
November, 1957	Education for Gifted Students
December, 1958	Policy Affecting Accelerated High School Students
November, 1959	Carnegie Unit Superintendent Boehm asks for Linking of Subsidy and Financial Incentives for Better Instruction.
March, 1960	Summary of Alternate Junior High School Program
April, 1960	Alternate Junior High School Program
August, 1960	Advice on Gifted Available Through Bureau of Curriculum Development
September, 1960	Advanced Placement Requirements for College Entrance
October, 1960	Students in Advanced Placement Program May Get High School Diploma
December, 1960	New Department Publication, <u>Annotated Bibliography on the</u> <u>Education of Able Pupils</u>
May, 1961	High School Equivalent Diploma

Advanced Placement Program of the College Entrance Examination Board. The Advanced Placement Program was begun in 1953 by interested schools and colleges working under a grant from the Fund for the Advancement of Education. In 1955 the program became an activity of the College Entrance Examination Board. Since its inception, the Advanced Placement Program has had both an extensive and a consistent national growth as is evidenced by the following table:

<u>Year</u>	<u>Schools</u>	<u>Students taking Examinations</u>	<u>Examinations taken</u>	<u>Colleges</u>
1953-4	18	532	959	94
1954-5	38	925	1,522	134
1955-6	104	1,229	2,199	130
1956-7	212	2,068	3,772	201
1957-8	355	3,715	6,800	279
1958-9	560	5,862	8,265	391
1959-60	890	10,531	14,158	567
1960-61	1,126	13,283	17,603	617
1961-62	1,358	16,255	21,451	683
1962-63	1,681	21,769	28,762	765

Such growth suggests that this CEEB Advanced Placement Program is highly successful. The Advanced Placement Program: Course Descriptions, published by the CEEB, has been extremely helpful to Pennsylvania schools. It presents a well-organized and acceptable set of materials for the new curriculum content needed in grade twelve for academically superior students -- students who were accelerated in preceding grades by following the enriched programs recommended earlier in this Guide.

The Steering Committee recommends the CEEB Advanced Placement Program for high schools having college-bound students who can do college-level work in one, two, or three subjects. The Committee also recommends the program to the increasing number of schools planning to offer some college freshman work in the eleventh grade, and more in the twelfth grade, so that their able college-bound students will achieve sophomore college standing by the end of the twelfth grade. Such use of the Advanced Placement Program is an aim that can challenge the best administered high school, its ablest teachers, and its brightest students.

Lest the reader misunderstand our position, we here and now express our deep concern for the development of a thoroughly enriched¹ program for all of those able students who can complete a part or all of the six-year high school program in five years.

Inquiries for information on the CEEB Advanced Placement Program should be directed to Jack N. Arbolino, Director of the Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York 27, New York.

College Placement Testing Programs. From a recent survey of the advanced placement practices of Pennsylvania colleges and universities it was learned that at least 26 of these institutions will place students above the level of college freshman courses on the basis of performance on the college's independent testing programs for advanced standing. The Department believes that this means of achieving advanced placement has not been used nearly so widely as its educational advantages merit.

These independent examinations, prepared (or selected) by the individual colleges, offer many opportunities for close cooperation between secondary schools and colleges. They also provide means for adaptation to specific curriculum needs for individual schools or colleges within a university or an institute.

Every high school administrator and guidance counselor should study the possibilities of having his superior college-bound students take full advantage of all the opportunities for advanced placement offered by the colleges which his students attend. Likewise, colleges and universities should take an active interest in developing ways and means for superior college-bound students to

¹Enrichment here implies the provision and utilization of additional materials for studying, on the learner's present achievement level, a topic, or unit, in depth as well as in breadth.

achieve advanced placement. Printed course outlines, conferences and visits with high school teachers and counselors, descriptive material on college standards, examinations, collateral readings, and suggestions for avoiding difficulties in scheduling would all help to develop flexible programs for the unusually able students.

Recently the University of Pittsburgh produced and made available to high schools a very helpful booklet titled, Three Programs for Able High School Students. Somewhat similar brochures have been produced by other universities:

Advanced Placement and Credit, Ohio State University

Advanced Placement for Academic Credit, Case Institute of Technology

Advanced Placement and Early Admission, University of Toledo

Advanced Placement and Credit, Kent State University

Advanced Placement and Credit, Ohio University.

Sometimes college examinations for advanced placement are given in the fall of the year when freshman appear on the campus. The use of these examinations would be greatly enhanced if they were given in the spring of the same calendar year.

Advantages. The comprehensive use of both the CEEB Advanced Placement Program and the college advanced placement programs administered independently represents a serious effort to help academically superior students develop their potentialities to the fullest. These programs provide for either an enriched or shortened program at the college or university level; thus they not only save time and money but also permit the student to begin his graduate or professional work earlier. The experience of earning college credit in advance gives the student a feeling of confidence upon entering college. It has been

observed that when college-level courses are given in the high school, they have a salutary effect on other courses and on the entire school. Since the program concerns itself with superior students, the schools and colleges identified with it automatically become partners in the program's growth, development, and direction, and thus are brought together for desirable cooperative educational effort. The individualized nature of advanced standing requires that student programs be planned individually to conform to individual pupil abilities, accomplishments, needs, and interests. This practical step in caring for the individual differences of able students will lead to improved teaching and learning methods for all students. Finally, the comprehensive use of advanced placement programs allows able students to remain in high school with their age group and to live at home while they are doing first-year college work.

Criticism. Some educators have expressed reservations with regard to advanced placement programs. Considering the vast amounts of new knowledge that have been developed, they feel that such a program would, of necessity, result in an abbreviated or deficient educational experience in grades seven through eleven. One comment is that these superior students can and will handle a fully enriched program during these grades. Indeed, an enriched and thorough preparation is the only kind that will enable the students to succeed with advanced placement examinations. This fact is undeniably attested to by the experience of all people who have been involved with such programs. The rapid introduction of summer school offerings, on both the high school and college levels, offers additional opportunity for enrichment during the time interval between grade seven and admission to college.

Omitting Subjects. In general, the Department of Public Instruction opposes the practice of selecting outstanding students, recommending that they omit certain high school subjects, and urging them without sufficient preparation, to take advanced placement examinations. This omission can be accomplished successfully by the highly gifted high school students but such omission should be practiced rarely. It can be particularly disastrous in mathematics. However, as stated on page two, experience has shown that some able students have passed Advanced Placement examinations in American history, biology, chemistry, and physics when the Advanced Placement courses replaced the conventional high school courses. In English, the Advanced Placement course can replace the conventional senior literature course.

Identification. Success with advanced placement programs demands the early identification of the academically able students who will participate in the programs. Appraisals of this talent should begin as early as the fifth or sixth grade so that when the time comes for placement decisions in the seventh or eighth grade adequate information will be available. Teachers, counselors, and others associated with the program, however, must always be on the lookout for the so-called "late bloomers."

Appraisals of high academic ability should be based on many kinds of evidence. Scholastic aptitude and achievement tests, school grades, and judgments of teachers, counselors, deans, parents and others who know the student well are all valuable bases to use in identifying superior achievement. In addition to indications of intellectual aptitude, appraisals should take into account motivation, interests, attitudes, energy, work habits, physical and mental health, reliability, and other traits which may directly affect intellectual performance.

Counseling. Since advanced placement programs often extend over six years, counseling services must be a continuing process extending over the years involved, at the very least.

A cardinal principle in guiding academically able students is to ensure that all of their varied intellectual potentialities are identified and have an opportunity to develop. Seldom should students be urged to make early curriculum choices which eliminate some intellectual experiences at the expense of others. It is true that some of the best minds set professional goals early in life, but this is different from pursuing a type of "practical" guidance which urges young students toward premature and narrow occupational decisions.

Curriculum. Advanced Placement Program: Course Descriptions,¹ is a book that provides abbreviated course descriptions and sample test items in the subject areas of English composition and literature, American history, European history, French, intermediate German, advanced German, Latin 4, Latin 5, Spanish, mathematics, biology, chemistry, and physics. These courses developed to meet the goals of the course descriptions are demanding courses.

Because some high school and college faculty members are hesitant to have high school students study college-level courses, it has been necessary to establish unusually high standards for the Advanced Placement Courses and Examinations in order to guarantee, insofar as is possible, a high level of ability and achievement.

Although the given course outlines are distinctly helpful to any school, the College Entrance Examination Board does not intend them to be restrictive.

¹Available from the Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York 27, New York, \$1.50.

Each school should formulate its own courses, keeping in mind that each course should be clear, stimulating, sufficiently comprehensive to cover the subject and prepare the student to do work comparable to that offered in the best colleges.

Advanced Placement Program: Course Descriptions describes the curriculum as follows:

"A study of the course descriptions and the examinations will show that the committees of college and school teachers which prepared them have allowed for a considerable degree of difference in the patterns of study which may be developed by the schools. The course outlines are for the most part kept purposely general, as little restrictive as possible, in order to allow the instructor the sort of individual freedom that most college teachers are allowed. The teacher is encouraged to follow his own choice within the overall pattern, choices which permit him to use his individual initiative and utilize his individual strengths."

In this program, as in all good educational procedure, the course content is important, but its educational effectiveness depends to a great extent on the manner in which the course is taught. If the teaching procedure develops a "climate" in which the students acquire a love of learning, vision, and desire for self-directed education, the success of a comprehensive advanced placement program is well assured.

A representative from a Pennsylvania school that has had unusual success in offering the various CEEB Advanced Placement Programs describes the needed curriculum revision as follows:

"In general, most schools which are operating advanced programs subscribe to the policy of enrichment in depth and breadth rather than to acceleration. It is in the manner of presentation, and the expectation of maturer responses that advanced study differs. The work is more intensive, the teaching more dynamic. Creative, reflective, and critical thinking are stressed, as are the significant relationships of facts within and without a particular discipline. Independent thinking and study are encouraged. It is not the purpose of advanced study to produce sterile academicians, but rather to develop all the potential of the individual."¹

¹Quoted from a letter to the Department written by Mr. Gerhard O. Angermann, Director of Advanced Curriculum, Central High School, Philadelphia.

Those Pennsylvania colleges which have developed their own independent programs for admission with advanced standing should make available to high school administrators, desirous of offering first-year college course work, such syllabi, outlines, and other pertinent information as will assist them in understanding the objectives and standards involved. The same type of high quality instruction is required for students to pass the examinations of these independent programs for admission with advanced standing as is required for the CEEB Advanced Placement Examinations.

Teachers must realize that no single course outline, or syllabus, is of itself sufficient to guarantee success. Printed course outlines are purely guides. The real objective is student growth. Course material may teach pupils to read carefully, sense problems and relationships, gather evidence, draw inferences, formulate ideas, and draw conclusions. But such student abilities are independent of any particular course outline.

School Practices. On this subject the College Entrance Examination Board reports the following:

"Homogeneous grouping, by ability and with a purpose, is recommended as an important step in the establishment of advanced placement classes, but even in schools too small for such sectioning, good college-level work has been done. In some fortunate districts financial provision is made for advanced work. Teachers who undertake the extra preparation required should be relieved of part of their normal load. More and better guidance and counseling, new books and laboratory equipment, perhaps additional teachers, require financial support, and where there is no provision for such expenditures, realization of the Program's goals is impeded. It is true that some schools with no additional outlays of money have successfully prepared their best students for the examinations but these cases are exceptional."¹

¹Advanced Placement Program: Course Descriptions, 1960 Edition, College Entrance Examination Board, page 9.

The practices described are most easily accomplished in relatively large school units. Sometimes the academically talented students from two or more small schools can be combined to form one group or class of able students in one school. Operating a class with an enrollment of from 10 to 15 able students will probably be a profitable venture on the part of a school system. But the organization of this relatively small class of able students shall not be achieved at the expense of larger classes of the so-called average students. A school system should deliberately offer to organize such small classes in the interest of students whose abilities need to be developed to the utmost.

Because a full college-level program in the twelfth grade is a substantial challenge for any group of students and any staff of teachers, the students enrolled in such a program may well use some of their periods of so-called "free" time in grades 10, 11, and 12 for activities directly related to preparing for advanced placement examinations. This will allow time for enriched and free-from-test-pressure instruction in the classroom and will permit the helpful analysis of past examinations and review work to be done during some of the "free" periods. Some of these "free" periods can also be used for high-level seminar-type discussions and debate.

One qualification, that no school should overlook, is the teacher's ability to prepare good essay-type "quizzes" and examinations. Students need to develop the proper techniques for answering examination questions in good essay style. They need to learn how to write clearly and in a straightforward fashion; in particular, they must master simple expository prose. The teacher may help students by stapling a critical evaluation onto a good essay examination paper, so that each student has a standard against which to compare his own paper. After the students have become proficient in the techniques of the essay examination, allowing them to evaluate each other's papers is helpful. Teachers

should develop in their students an ability to write good essay-type answers to test questions requiring analysis and interpretation. Personal interviews between student and teacher often help to crystallize the desired characteristics of a good essay. Frequent essay-type examinations provide the student with the practice necessary to gain competence. In this connection, efforts to improve common objectives, such as writing skills, tend to ease the burden of mastering several college-level courses simultaneously.

Since the comprehensive advanced placement program requires careful educational planning, parents need to be well informed over a period of several years. Descriptions of course objectives, outlines, examinations, collateral reading, helpful cocurricular projects, home study, and grading standards should be made available to both students and parents. Evening meetings with parents, singly and in groups, have proved helpful in securing full support from the home. Conferences with pupils and parents often help to eliminate misunderstandings and point out the individualized nature of advanced placement programs.

Able students, enrolled in challenging courses, need to have ample library facilities. During the first year of the Advanced Placement Project conducted cooperatively by Carnegie Institute of Technology and the Pittsburgh schools, the sum of \$30.00 per student was made available for the purchase of textbooks and supplementary reading material to be used in each Advanced Placement course.

Teachers. Although additional books and apparatus need to be provided for the advanced placement programs, competent teachers constitute the most essential single factor in operating a successful program. Successful teachers in this venture are of the type that place a high value on intellectual achievement. They need to have gained mastery of their subjects (master's degree in subject

field is desirable); have a zeal for teaching; have superior skill in writing; flexibility and willingness to adopt new techniques; and a genuine respect for all-round excellence. Such teachers will exert the powerful motivating influence needed to carry the program to successful completion. Even with relatively small classes and light teaching loads these teachers bear a heavy responsibility in preparing their students for successful performance in the difficult advanced placement program examinations.

Some people feel that the success of comprehensive advanced placement programs recommended in this Guide is doubtful because of the scarcity of sufficiently competent secondary school teachers. The Steering Committee is of the opinion that there is much latent power in presently employed teachers which can be brought into action by providing a really challenging situation. The Committee believes further that, at the present time, there is no greater motivating device for bringing out this latent power, in both administrators and teachers, than the acceptance of a comprehensive advanced placement program as a goal to be reached.

Because the teacher, his work, and his working conditions are so fundamental to the successful operation of an advanced placement program, we quote two paragraphs from pages three and four of the College Entrance Examination Board's booklet titled "Establishing Advanced Placement Courses In The Schools."

"Teachers who take on advanced placement courses, like their students, must be able and ambitious. They will find the work demanding and the rewards very great. Again and again there are reports that teaching such classes brings excitement and deep personal satisfaction. Every report has indicated that the results are more than worth the effort. However, administrators, possibly even more than teachers, must realize that advanced courses normally require extra preparation. There will be oral reports, extra papers, and extra periodic examinations to grade, and in some cases clerical help may be necessary.

"The teacher should be encouraged to communicate with colleagues in schools which have advanced courses and colleges which practice advanced placement.

It will be necessary, in designing the courses, to obtain information on course content, college texts, and laboratory manuals. In addition to these very helpful person-to-person exchanges, the School and College Conferences sponsored by the Advanced Placement Program each spring have been described by teachers as a great stimulus to their work. Meeting together to discuss matters and problems of mutual interest, school and college teachers have been able to reassess, reorganize, and revitalize the subject matter covered in advanced courses. It is to be hoped that the school will make every effort to permit its teachers to attend these conferences, for in this, as in solving other problems which may be expected in the introduction of advanced courses, the teachers will need to have the understanding and help of their administrative officers. As a simple rule of thumb it can be said that, if there is clear recognition by a school administration of the fact that it is desirable for teachers to receive time compensation for the extra work involved in instructing able students, the school has taken a major step toward successful establishment of advanced courses."

An administrator of a school that is highly successful with its CEEB

Advanced Placement Program described the type of teachers needed as follows:

"Teachers should be selected on the basis of general experience, enthusiasm for challenging situations, academic competence, a knowledge of the psychological problems of precocity, and a sophistication that will remain unruffled in the presence of minds that are quite likely to be better informed in some areas than they themselves are."¹

At times it is helpful if college and high school teachers interchange positions for periods of time in order to bridge the gap between high school and college. Reports indicate that surprisingly wholesome experiences accrue to both college and high school teachers in such exchanges. One college professor, Edwin Fenton, describes his high school teaching experience as follows:

"I am returning to my college post in September I have never enjoyed teaching so much as I have at Taylor Allderdice High School. Students, colleagues, and administrators made my stay an invigorating and delightful experience. I believe that the interchange has made me a better teacher and given me a broad understanding of some of the problems of secondary education which I could have gained in no other way."²

¹Angermann, Gerhard O., Director of Advanced Curriculum, Central High School, Philadelphia.

²Pittsburgh Schools, 225 Administration Building, Pittsburgh, January—April issue, p. 125.

One high school teacher, Francis J. Rifugiato, describes his experience teaching in college as follows:

"Now that the school year is over, however, I look back upon my experience as one of great value, for it has led me to a better understanding of the similarities and differences between secondary and college teaching; and it has provided me with new ideas for enriching and improving secondary teaching. At the same time, this experience has increased my appreciation for the work that is done by the thousands of teachers in our public schools."¹

Another practice that seems to hold promise is to encourage prospective teachers of advanced placement courses to refresh their grasp of college-level work by taking additional graduate courses and even attending the freshman courses they expect to teach. Such in-service education will pay big dividends to the school district through teachers who can produce superior student learning and outstanding student performance on the examinations.

Summer institutes, workshops, conferences or seminars in which high school teachers meet with college teachers for several weeks are useful. These in-service meetings crystallize course objectives, clarify the kind of work college freshman need to do to become successful sophomores, describe the kind of activities desired for evaluation purposes and the kind of response expected from the student, present informal lectures on the characteristics of the several disciplines and the methods specialists in these disciplines use, and present other necessary course materials and aids such as books, charts, and films.

Each June the College Entrance Examination Board sponsors advanced placement subject-matter conferences at centers throughout the United States. These meetings provide opportunities for high school and college teachers to meet and discuss their subjects, to study and evaluate course descriptions, examinations,

¹Pittsburgh Schools, 225 Administration Building, Pittsburgh, January--April issue, p. 125.

and grading of examinations, and to discuss ways and means of furthering the objectives of the program. School authorities are urged to learn of the time and place of these conferences and make arrangements to have representatives attend them.

Beginning Steps. The topics in this Guide indicate areas which schools beginning work with advanced placement programs need to think through for themselves. However, schools should secure from the College Entrance Examination Board, 475 Riverside Drive, New York 27, New York, the several descriptive brochures that are available. In particular, the following booklets are recommended:

1. Advanced Placement Program: Course Descriptions (\$1.50)
2. A Guide to the Advanced Placement Program (first ten copies free)
3. Sample Examinations (\$1.00 per package)

Many colleges offer their own programs of admission for advanced standing. Schools should learn from the Deans of Admission in each of these colleges the rules and regulations that apply to admission with advanced standing.

As soon as pupils in the advanced placement program begin to move together as a group, schools should organize programs on a block method of class scheduling.¹ Additions and dropouts can be accommodated under this plan of organization. In order to promote motivation and an atmosphere of study, it is desirable to have adjoining rooms to house the program. The number of class meetings per week may be reduced to four, and possibly to three, to encourage independent study similar to that done in college. In general, the programs should correspond as closely as possible to college programs. Participation in extracurricular activities, of course, would still be voluntary.

¹Students stay together through two or more different class periods in different subjects as an identifiable group.

Where academically superior students cannot be grouped in homogeneous classes or sections, they may be stimulated individually or in very small groups toward such desirable objectives as independent study, enriched experience through problem-solving, organized research experimentation, personal contacts and conferences, library activities, committee work, special assignments, trips, and club activities.

A coordinator should be placed in charge of the advanced placement program, and a faculty committee, responsible for recommending policy, should be selected.

A desirable teacher load, as described by a school successful with its advanced placement program, consists of four classes per day one of which is an advanced placement class. The enrollment in an advanced placement class should be held to approximately 20 students. By assigning the advanced placement teacher three "regular" classes in addition to the one college-level class, students in these classes will not be deprived of the opportunity to study with some of the school's best teachers. When schools adjust teacher loads, in connection with an advanced placement program, it is very important that no teacher's total student load will be increased because of the reduced student loads assigned to teachers of advanced placement classes.

College Cooperation. A great many Pennsylvania colleges, by past action or by stated policy, have allied themselves with advanced placement programs of one kind or another. These relationships have been most helpful in promoting the more widespread use of advanced placement which the Department advocated as outlined in this Guide. The Steering Committee members are aware of some criticisms relating to weaknesses which they believe can be remedied with the help of the colleges. For example, different colleges sometimes award different

amounts of credit for the same quality of performance on the same examination. Different departments within the same college award different amounts of credit for the same quality of performance. Some college staff members seem reluctant to admit that some high school teachers can teach college-level courses, with marked success. They seem unwilling to work closely with high school teachers to achieve a smooth transition from high school study to college study. Some colleges refuse to recognize advanced work and force students to repeat the work in college. Use of graduate students, as instructors in college freshman courses without adequate supervision, leads to college courses of poorer quality than those of the high school and serves to discourage able and ambitious students. Some colleges do not wish to give a student advanced placement for one or two courses since this practice might disturb established schedules.

An important consideration in the beginning of a statewide college advanced placement program, as pointed out earlier by Superintendent Boehm, is the elimination of scholastic ranking of students so that no student will be penalized for taking a more difficult or challenging subject. If ranking is still demanded by the colleges, rank should be established on the basis of standardized aptitude and achievement tests and/or other bases, and should be so identified. Emerging practices showing some promise are based upon ranking by curriculum or assigning weights to certain courses.¹

These barriers to speedy and effective articulation between high school and college work seem to be rapidly disappearing. Thoughtful consideration and discussion of the topics related to advanced placement programs as described in

¹See "Report to Colleges and Universities," Mount Lebanon High School, Mount Lebanon, Pennsylvania.

this Guide should further aid educators in finding a realistic solution to the common problem of helping academically talented students achieve the most for themselves and for society.

Evaluation. The success of advanced placement programs in Pennsylvania's high schools will be demonstrated by the performance of the pupils in the advanced placement examinations and by the caliber of their college work. The colleges' success will be measured by the advanced placements and college credits given to those who have performed creditably on the examinations. But success with the examinations and advanced college placement are not the only benefits to be derived from an advanced placement program. If the advanced placement program is made an integral part of the entire school's program so that it provides greater challenges and opportunities for better administration, better teaching, and better learning, it can also be very valuable to the academically superior student who does not plan to go to college.

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